Based on the concepts/ideas from Chapters 1 and 2 in the *Doing History* textbook discuss how your thematic unit will realize the following as discussed in these chapters:

* **Interpretive**
  + My thematic unit realizes interpretation by allowing students to form their own beliefs and ideas through the use of primary documents. Lessons within this unit will provide students with primary sources as well as a few essential questions. By the end of the lessons, students should be able to answer the essential questions using their own thinking/beliefs/ideas to form their own interpretation of the topic of study.
* **Emphasis on narratives**
  + My thematic unit realizes narratives through the usage of multiple primary sources from the period of study. This allows students to unpack each primary source to reveal a story, which each student will interpret in their own way.
* **Not just about Politics**
  + My thematic unit realizes apolitical aspects of social studies/history by focusing on primary sources that center on civilian and minority views of topics. In other words, primary sources will show the viewpoint from the lower political hierarchy population.
* **Purposeful**
  + My thematic unit realizes purpose by allowing students to assume roles of real-world professions of geographer, geologist, economist, sociologist, or historian. Through assuming these professional roles and collaborating with each other, students will synthesize an informational brochure for tourist.
* **In-Depth Learning**
  + My thematic unit realizes in-depth learning by allowing students to find the facts on their own through the analysis of multiple primary documents and its narratives. Students will then apply this newly obtained knowledge and understanding by synthesizing a brochure. Students participating in my thematic unit are never just memorizing facts for a test.
* **Disciplined Inquiry**
  + My thematic unit realizes disciplined inquiry by proving purpose of learning and allowing exploration of essential questions for all students. As stated before, the purpose this lesson is very authentic and can be directly applied to the real world, as students assume professional roles. Additionally, my thematic unit allows students to explore essential questions, as the interpretation of each student is highly considered. The answer to these essential questions should and will be different for each student since each students will formulate different “take-aways” from the lesson due to each students’ unique beliefs, ideas, and thinking approaches.
* **Teacher Scaffolding**
  + My thematic unit realizes teacher scaffolding by centering lessons on the Gradual Release of Responsibility (GRR) teaching method, allowing student-student collaboration, and conducting formative assessments. All lessons in my thematic unit will have the teacher modeling what is expect from students. Each lesson will take the *I Do*, *We Do*, and *You Do* approach, allowing ample scaffolding for most students. Furthermore, my thematic unit will have students collaborating to create a brochure. This will also allow sufficient opportunity from student-student scaffolding, as students work in groups. Additionally, multiple formative assessments will be conducted to gauge student progress and identify students who may need more interventions.
* **Constructive Assessment**
  + My thematic unit realizes constructive assessment with an authentic summative assessment. The summative assessment of creating a brochure for tourist visiting the region allows students to show what they know, rather than what they do not know. It allows students to *do* social studies, rather than fill-in-the-blank. Furthermore, multiple formative assessments will be conducted to ensure positive student progress.

Chapter 3 also describes the development and implementation of a variety of formative assessments to include performance assessments and how these could be used in any thematic unit.